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ABSTRACT

The first of a planned series of papers, this document describes in detail a context for writing created by a teacher and her second grade class. Section one includes the teacher's diary of plans for using an imaginary doll, "Mr. Togs the Tailor" as a context for learning during most of a term and selected children's writing on such topics as Mr. Togs's birthday, Mr. Togs's illness, and Mr. Togs retires to the country. Section two, "Mr. Togs: the Background," describes the school in which this project took place, the teaching area, the classroom teacher and her form of organization, and the planning for basic skills teaching and for the Mr. Togs project. In presenting Mr. Togs as an example of a successful project rather than a model to be mimicked, section three discusses some key points concerning the need for context in learning and in remembering; inhabiting the context; the quantity, quality, and range of writing; curricular integration; the role of drama; the physical reality of Mr. Togs and his shop; the role of the parents; and the importance of discussion. The appendixes include samples of students' writing generated by the project. (EL)

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COMMITTEE ON PRIMARY EDUCATION

Scottish Committee on Language Arts in the Primary School.

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MR. TOGS THE TAILOR

A Context for Writing

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Committee On Primary Education

MR. TOGS THE TAILOR
A Context for Writing

Scottish Committee on Language Arts in the Primary School

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CONTENTS

INTRODUCTION

SECTION ONE – THE TEACHER'S DIARY AND SELECTED CHILDREN'S WRITING 1
- Mr. Togs' Birthday 6
- Mr. Togs' Illness 7
- Mr. Togs' Break-in 9
- The Burglar Alarm 10
- Quiet Week 10
- Selling Up 11
- Cruise 12
- Shop is Sold 13
- Mr. Togs Lives On 15
- Mr. Togs Retires to the Country 16

SECTION TWO – 'MR. TOGS': THE BACKGROUND 17
1. The School 17
2. The Teaching Area 17
3. The Class Teacher and her Organisation 17
4. Planning 18

SECTION THREE – 'MR. TOGS': SOME KEY POINTS 19
- I The Need for Context 19
- II A Context for Remembering 20
- III Inhabiting the Context 20
- IV Quantity, Quality and Range of Writing 20
- V Curricular Integration 21
- VI The Role of Drama 21
- VII A Physical Reality 21
- VIII The Role of Parents 22
- IX The Importance of Discussion 22

APPENDIX ONE 23

APPENDIX TWO 24

BIBLIOGRAPHY 26

The Committee would like to express their particular appreciation of the contribution made by Miss Pat Glen, class teacher, to the writing of this paper.

INTRODUCTION

In 'Hand In Your Writing' we said that 'Meaningful writing cannot take place in a vacuum. It will only occur in any quantity where there are rich and lively contexts for learning.' We mentioned the context provided by the teacher and child's relationship and the need for the teacher to respect and attempt to share the child's own world. We emphasised the importance of the school environment as a context ideally offering innumerable opportunities for looking closely, questioning, discussing and writing. We noted the many writing possibilities inherent in an integrated, non-compartmentalised curriculum. And we referred to those contexts which are created, in a sense artificially, for particular purposes by a teacher in her classroom. Although this document has a great deal to say about all of these different contexts, it is the last, the created context, on which it specifically focuses.

'Mr. Togs' is a detailed description of a context created by a Primary Two teacher and her class in the Spring term of the school year. The approach exemplified is certainly not the only way to go about creating a context. The outcome however was signally successful. We hope that teachers will firstly enjoy the story and then be encouraged to reflect upon and constructively consider their own ways of working. To that end the third section of the paper attempts to identify and analyse the salient characteristics of this approach.

Readers should note that in the children's writing presented here, spelling and punctuation have been corrected by the class teacher in consultation with her pupils. It was school policy to present and display children's work as professionally as possible to its many audiences. This was also an expectation of the pupils. No other alterations whatsoever have been made to the texts. The emphasis in this document is on the creation and articulation of situations which elicited, and indeed often necessitated, writing, and on the content of that writing.

'Mr. Togs' is the first of a planned series of papers enlarging upon particular sections of 'Hand In Your Writing'. Other papers will look at the process of writing, teacher responses to error, and drafting and re-drafting. We hope that these papers will not only be of practical value to the classroom teacher but will also encourage readers to look again at the rationale contained within the core document 'Hand In Your Writing'.

SECTION ONE – THE TEACHER'S DIARY AND SELECTED CHILDREN'S WRITING

'Mr. Togs the Tailor' is the story of how one small jotting on a flowchart grew to dominate and direct almost a whole term's work and to produce for a class of P2 children an exciting context for learning.

I had decided to look at **Clothing** as a starting point for thematic work. My flowchart sketched out possible avenues of enquiry, starting from the two TV programmes of the 'Watch' series about coats and hats. We began to follow up these programmes by doing some investigative work, firstly about insulation. This led to talk about which materials might keep you warm, and which might keep you cool in hot weather. Some children dressed cut-out paper dolls in suitable fabrics. Someone made a ballet dancer; someone else made a winter outfit and a summer outfit; someone made a footballer and a Scotsman in a kilt.

> *The Scotsman's kilt is made of tartan material. He wears a kilt instead of trousers. He has a warm furry jumper to keep him warm. He has a sporran. It is a purse on a belt. In his sock he has a skeen-dhu. It is a knife. He can attack people with it.*
>
> *Scott*

> *A ballet dancer wears a ballet dress and ballet shoes. The dress is frilly and pretty. It is made of thin material because that is light. If she wore a thick coat she might fall over when she was spinning around. Thick clothes would make her very sweaty too.*
>
> *Jonathan*

> *A footballer wears a football shirt like a T shirt. It is thin material. It can get very mucky so the material has to be easy to wash. His shorts are white but some are blue. He has studs on his boots so that he won't fall if the grass is slippy. His brown socks have black stripes. There are different shirts and socks for different teams.*
>
> *Martin*

During the discussion about the insulation properties of fabrics the children had commented on clothes for different weather conditions. This led to an investigation of the waterproof qualities of a range of fabrics. We chose various materials. Taking them one at a time we stretched them over the mouth of a jar containing water and secured the sample with an elastic band. We tipped the jar upside down and noted whether or not the water soaked through. I noted the children's comments about each fabric.

e.g. *"it just came rushing straight through"* – about nylon

"it's like a raincoat" – about polythene

"it keeps water out but it wouldn't be comfy to wear" – candlewax on woollen fabric

"the water doesn't rush through. If you ran fast you'd get home before you got wet through" – polish covered woollen fabric.

At the end of the investigation we stapled each sample onto a chart, labelled it and recorded our results. Together we composed a report of how the investigation was carried out. This was read to the rest of the class later.

> **The Waterproof Experiment**
>
> *We wanted to find out which materials would keep water out. We used nylon, jersey, thick cotton, thin cotton, brushed nylon and plastic. We filled a jar with water. We put our material over the top of the jar and put an elastic band round it. We tipped it upside down into a big tin. Sometimes the water escaped and sometimes it did not. The plastic was the only one that did not let water out. It was waterproof. We covered the materials with different things to see if we could make them waterproof. We used oil, crayon, paint, glue, polish, dry candle and melted candle wax. The next best was jersey material covered with melted candle wax. When the wax dried it went hard and this made it waterproof. The water leaked out slowly. Mairi-Helen thought that you would have time to get home before you got too wet. The worst material was thin cotton because it let through water very quickly. The thick cotton also let in water very quickly but when we rubbed in oil the water dripped through slowly.*
>
> *Lisa, Mairi-Helen, Nicola, Simon O., David, Paul, Kerry, Monica*

Although I closely supervised this work I gave the children plenty of opportunity to choose the fabrics for themselves and to work at the investigation on their own. After the report had been read to the

class some other children tried the same tests for themselves.

Wear and tear on materials also came under investigation. We wanted to see which fabrics were strongest and would be best for hardwearing clothes. The children chose a variety of fabrics themselves. We discussed means of testing the fabrics. It was decided that each piece of material would be rubbed hard over a brick for a period of time (5 minutes). I showed the children how to use the stopclock then left them to investigate by themselves. When I returned to the group I was given a report on each piece of material and together we made notes. Again, this investigation was repeated later by other groups of children.

In addition to direct investigation of fabrics (wear and tear, washing properties etc.), we also looked at spinning, dyeing and weaving. In a sequence of drawing, collage and writing a group of children told the story of wool from sheep to knitting a jersey and weaving cloth. We collected fleece from sheep, goat and yak, tried spindle spinning and weaving on a small table loom.

However, at this point I have to return almost to the start of the story. Although scientific investigation was a continuing, and indeed relevant thread in our work it was not to assume anything like the centrally important position I had originally anticipated.

Shortly after we had begun our theme, with my help a group of children composed a letter to parents explaining that we were looking at clothing this term and we would be most grateful for any contributions they might think useful. Each child received a copy of the letter, signed it and took it home. The response was immediate. We received wedding dresses, foreign national dress, very interesting old photographs, fabrics, and lots of old clothes. An offer of an old-fashioned sewing machine, a tailor's dummy, dressmaking patterns and catalogues made the jotting on my flowchart – "assemble a few bits and pieces from a tailor's shop" – seem possible. Rather than produce a static display on a table I decided to construct a tailor's shop in a corner of the area.

The class and I sat down together in the empty corner and talked about what this shop might have inside it, what it might look like outside and how we were going to construct it. There was no shortage of ideas and we had lengthy discussions about shops they had been into, what went on there, what they had seen. Soon we had a list of requirements for our shop – a shop front, a window, a workshop part for the tailor where the dummy, the sewing-machine, material etc. would be, a ready-to-wear section with clothes to try on and a mirror to check the fit. Someone suggested models to display clothes. Someone else suggested notices about opening hours, no smoking, no dogs except guide dogs – obviously drawing from their own experiences of looking around shops. Groups of children were allocated tasks and soon the construction was under way. Almost a whole day was devoted to setting up the shop with most children contributing something. By the end of the day we were putting greater detail into our basic structure. We made price tags for all the garments on sale. We made tags to attach to garments in the fitting rooms to show how many were being tried on. This led to discussion about shoplifting and security. One boy pointed out that the spotlights in the corner looked like security cameras so we made a notice saying NO STEALING. THESE CAMERAS ARE WATCHING YOU. We designated a chair to sit on WHILE YOU WAIT and stuck a sign on it. The shop still had no name, however. Quite recently I had been reading the Ahlberg books Mrs. Plug the Plumber, Mr. Cosmo the Conjurer etc. to the children so the idea Mr. – the Tailor came readily to them. I had been trying to think of a name and came up with Tack or Thread, nothing very suitable. During our discussion one girl had been making sounds beginning with T to try to find something which sounded right. After a few tries of Mr. Tuc, Mr. Tac, Tig, Tug she hit on Mr. Tog. Someone pointed out that Togs were clothes (that's what my grandpa says – "Sunday togs"). At this point I felt as pleased as the children at this discovery since Togs hadn't occurred to me at all. And so Mr. Togs the Tailor came into being.

The next day began with more discussion about running a shop. We looked at the till and at giving change. We talked about banking and I explained that Mr. Togs would put the day's takings into the bank each night. We talked about bank books and savings. I made a receipt book so that Mr. Togs would know how much he had sold and, by using carbon paper, the customer could have a copy to show he had paid.

e.g.

One dress – £5
One jersey – £2
Total – £7
Paid. Thank You

We also made an order book for clothes chosen from the patterns and material samples. The children used the shop as they would use any infant home corner and throughout the day groups of tailors and customers bought and sold clothes, tried them on, exchanged them, wrote out orders, gave receipts and generally improvised their own scenarios.

I tried to bring as much as possible of the day's language and maths. work into the context of the tailor's shop. This allowed us to tackle simple number problems and to look at measurement, money and time as they related to Mr. Togs' business. Setting up the shop had shown to the children the importance of print in their environment since the shop had many notices and the catalogues and patterns had to be read before clothes could be made. This led to a discussion about written instructions. We looked at the operating instructions which accompanied the old sewing-machine and tried to follow them to make the machine work. We also looked at dressmaking patterns and knitting patterns and made the link between these and the recipes the children followed in their baking. A group of children made paper patterns for pincushions, and used them to make the felt pincushions, then wrote instructions. The children were certainly becoming aware of why we read and why we write.

On Friday we made pin cushions. This is how you make them. First you get a needle and two bits of felt. You get some pins out of the box and you start putting the pins round the pin cushion. When you have finished you start to sew. You have to take the pins out when you sew. When you have finished sewing you have a gap to put the stuffing in. Then you sew that bit up and decorate the pin cushion.

Dawn

On Friday we made pin cushions. We had a choice of a fish or a round one. This is how you make it. You get a piece of felt and you cut out the shape you want. Then you sew it up round the edge. Then it is the fun bit. You stuff it. You have got to leave a gap for the stuffing. Then you decorate it.

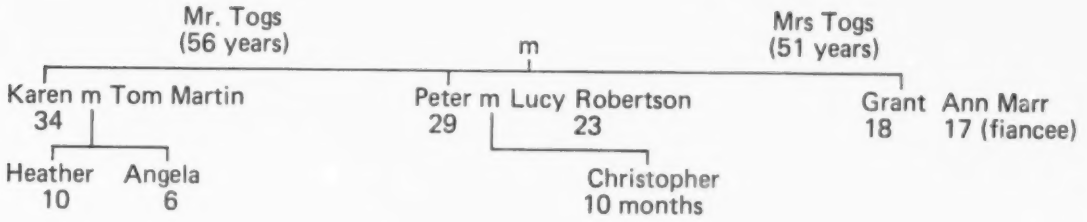
Gillian O.

Up until this point Mr. Togs was merely a name. I thought that if we could create an actual Mr. Togs, a visible character for the children to interact with, it could open up all sorts of possibilities for imaginative spoken and written work. So a pair of trousers and shirt were stuffed with paper, a head was made from cardboard with fleece for hair and with a few smart details such as a waistcoat and tie, Mr. Togs became more than just a name above his shop door. We sat him in his shop in front of his sewing machine. I did no more to him that day but watched the children in the shop with him. They began to incorporate him into their role play. They chatted to him and worked him like a ventriloquist's dummy. He was already becoming a rounded character with little intervention from me.

3

During the next two or three days' discussion together we began to build up a character sketch of Mr. Togs. Most of this was achieved orally but some children wrote down additions to the character we had created. We established that Mr. Togs was 56 years old. He had grey hair and a bald bit on top, he had crinkly skin because he was getting old and he had a white moustache. He had to have glasses because he had been "looking at small stitches for so long and his eyes were wearing out". He had been a tailor all his life. His father was killed in the war and his mother died of cancer when she was 62. All these details came from the children themselves. My role at this point was to chair the discussion and record as many of the details as possible so that we could have a written character sketch to read later. Having established Mr. Togs' basic character we continued by thinking about his favourite food, what he liked to do in his spare time, what time he got up in the morning, what TV programmes he liked etc. Since the children were so obviously drawing from their own experiences of older relatives and family members it was inevitable that our discussions would come round to Mr. Togs' family life. Soon we had begun to create in the same way a whole family of Togs.

We drew a family tree and filled in a network of relatives. Again, the children themselves chose these characters' names, ages, and circumstances. Having constructed the basic family tree, different children, or groups of children, chose a character and invented some details about his/her life.



Mrs. Togs works at home. She cooks and looks after the house and sometimes helps out in the shop. They have three children. Karen, the eldest, was given a long, involved life history by a boy whose father had recently died of cancer. This boy stood up and spoke for fully ten minutes describing Karen's circumstances, not exactly the same but very similar to his own. Karen's husband, Tom, had been killed in an oilrig accident. She was a nurse and had to go back to work. The children have to stay with their granny while Karen works.

Another two children took Peter and Lucy and created a tale much influenced by TV Soap Opera. Peter and Lucy have a baby called Christopher. However they don't get on very well together and they argue a lot; but they both like the baby so neither of them wants to go away. They live in a new semi-detached house and Peter is a milkman.

The youngest son, Grant, lives at home with Mr. and Mrs. Togs. He is an apprentice engineer in the dockyard and is engaged to Ann Marr who works in an office. This creation of characters produced much discussion, writing and drawing. Incidents involving some of the characters could be set up and brought to life. Children took various roles and acted out conversations between Mr. and Mrs. Togs over dinner, incidents between Karen and her daughters, a visit from all the Togs to Mr. and Mrs. Togs' house when baby Christopher was running amok. Some of these incidents produced writing and drawing and throughout the creation of the Togs family there was a marked increase in the number of children eager to produce a written record of our oral work.

Mr. Togs is old. He hates baby Christopher when he gets up to mischief. Christopher tickled Mr. Togs. Angela was annoyed when Christopher tickled her. So was Heather. Mr. Togs likes fish and chips but baby Christopher likes fish and chips too. He ate up Mr. Togs' fish and chips. When Mr. Togs has some time to rest he likes baby Christopher. Christopher takes a rug to him.

Angela

Mr. Togs' favourite food is turkey with roasted potatoes and peas. When it is his day off work in the shop he watches television. He usually watches football. His grandchildren are very noisy sometimes. He gets annoyed and angry. Then he is in a bad mood.

Michael

Mr. Togs likes to read books like horror stories. One day Mr. Togs wanted to go on holiday to the seaside and live in a caravan. Mrs. Togs had to stay at home because she had to do the work.

Dawn

Mr. Togs is a Christian. He likes thriller stories. He goes to the seaside sometimes. Mrs. Togs stays at home to work.

Gillian O.

34 years ago Mr. and Mrs. Togs had a baby called Karen Togs. They lived in an old house. One day they moved house to a new house. Karen was 6. She went to school. It was a long way from home. She had to have school dinners all week. She grew up and had a baby. The daddy was Tom Martin but he had an accident and died. The baby was called Heather Martin. Karen had a baby called Angela too. Heather was born four years before Angela. They have a hamster called Topsy.

Angela

Heather and Angela have a hamster called Topsy. Karen is their mummy. She is a nurse. Heather and Angela have to go to Mr. and Mrs. Togs because their daddy died and there is nobody in the house when Karen is working. Sometimes they stay for the night. In the morning Heather feeds the cat and Angela feeds the budgie.

Monica

Mr. and Mrs. Togs got married on a Saturday a long time ago. Lots of people were at the wedding and people were throwing confetti on Mr. and Mrs. Togs.

Lisa

Mr. Togs likes to sleep with Mrs. Togs in the bed at night. Mr. Togs cuddles Mrs. Togs when they are in bed and Mr. Togs snores when they are in bed. When Mr. Togs gets up he gets dressed and goes down the stairs and sits down and starts sewing clothes for people. People come into the shop and buy clothes. They buy clothes for babies sometimes. Some people take pink clothes for their baby and others take blue clothes.

Lisa

Mr. Togs' Grandchildren's Bedroom

The grandchildren's bedroom is up in the loft. When baby Christopher comes to stay he has to be very careful because of the stairs but Heather and Angela know about them. There's three chests of drawers, two beds and one cot. There's two blocks of shelves and one dressing table. There's a fire with a wire to the chimney on the roof. There has to be a fire guard on the fire. There is a safety board on the floor near the stairs. It is dangerous if you fall. The curtains are blue. To get the furniture into the loft everything is in bits.

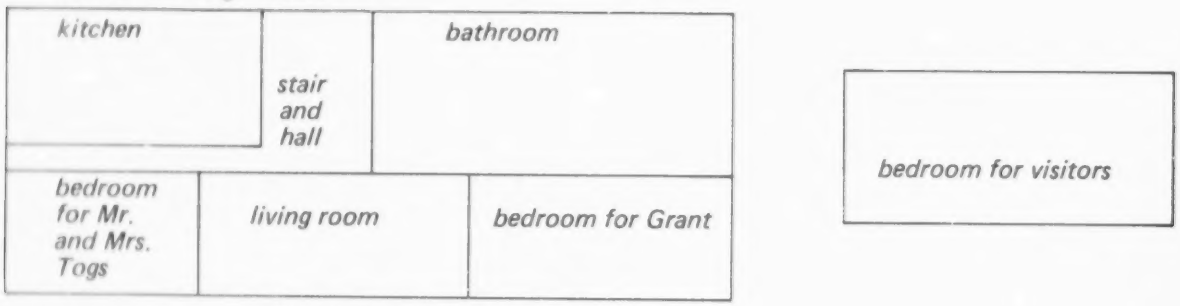
Angela

Mr. Togs has a lot of customers. Some of them are fat and some are thin. Some have long hair and some have short hair. One day a lorry came to Mr. Togs' shop. Mr. Togs didn't know what was in the lorry. Two men came out of it. They opened the back and took out a new dummy. They came into the shop and put the dummy down. Then they went out again.

Jonathan L.

One discussion time together produced speculation about Mr. and Mrs. Togs' house. We talked about different types of housing and used books about the history of housing to contrast tenements, stonebuilt houses etc. with the detached and semi-detached modern homes the children lived in. It was decided that Mr. Togs lived in a two-storey flat above his shop. Using catalogues and Ideal Homes magazines we drew out and described the various rooms in his flat and produced a floor plan and a model of the house.

Plan of the Togs' House



first floor

It had taken almost two weeks to create the characters and their environment. During this time the tailor's shop was open for business each day and the children became more and more involved with the Togs family. Everyone knew the characters and the scene was now set to focus the children's imaginative and creative abilities on specific incidents which could occur in the life of any small businessman.

MR. TOGS' BIRTHDAY

When we created the character of Mr. Togs together one of the first details that was suggested was that he have a date of birth. Again the children decided the date for themselves – Friday, February 20th was to be his 57th birthday. This was duly noted on the calendar and I was frequently reminded that it was approaching. Preparations began on the day before. Taking the parts of the various members of the Togs family, we talked together about how Mr. Togs' birthday should be celebrated. This involved much discussion about the children's own birthday treats and how Mr. Togs might enjoy a different type of celebration since he was older. Again the children drew on experiences from their own families and talked about various family gatherings involving groups of relatives. It was decided that a family celebration round in the Togs' house was a good idea. Since Mr. Togs could not take a whole day off work we decided to have the celebration in the afternoon. One boy went off to make a notice to put in the shop window telling customers that the shop would be closed.

This shop will be closed tomorrow afternoon because it is my birthday and I am going to celebrate.

from Mr. Togs

A group of children set to work making birthday cards for Mr. Togs from his various relatives and friends. We looked at some commercially produced cards and talked about wording and illustrations. We also talked again about the various relationships involved in the family since Mr. Togs would be receiving cards addressed to dad, husband, grandad, father-in-law. Another group got together to talk about the presents he would be given. They had to be reminded to think about the kind of things Mr. Togs would like, not the presents they themselves would like. After some discussion suggestions like Abba records and racing car track gave way to ideas that a scarf, and glasses case, some gloves, a new sewing machine might be more acceptable. Present lists were made so that the family could organise who was giving which gift. It was suggested that he might like a present from the whole family. W decided to do a fabric collage depicting the whole Togs family together for his 'big present'.

No birthday celebration is complete without a cake so Mrs. Togs had to get busy and make one. Myself and four "Mrs. Togs" baked a chocolate cake, iced it and put in some candles ready for the next day. All day Thursday it was business as usual in the tailor's shop with Mr. Togs unaware of all these preparations. At the end of the day we came together to report on the arrangements that had been made. The cake remained hidden from all but the four bakers and the presents were kept secret too.

It is difficult to convey on paper just how real Mr. Togs and his family had become for many of the children but Friday morning saw them arrive into the class area highly excited and greeting Mr. Togs with cries of "Happy birthday". Several children had made more cards overnight and had even brought in "presents" borrowed from home and wrapped in gift wrap. After settling down the first thing we did was appoint a postman to deliver the cards to Mr. Togs at his shop. One of the boys sat behind Mr. Togs and made him comment appreciatively while members of his family read out the cards. We arranged the cards in his shop then left him to get on with his sewing while we too got on with our work. News of his birthday had spread to other classes in the area and he began to receive cards and best wishes from them too.

By the afternoon the day's work was over and the shop was closed. We withdrew to the quiet room which was to represent the Togs' living room to start the celebrations. Mr. Togs sat at a table surrounded by his cards and presents. Excitement was high and any attempt to have a discussion about what was happening was completely foiled by clamourings to have the candles lita and have him open his presents. So we lit the candles and sat in darkness watching them burn and singing 'Happy Birthday'. It was very pleasing to see how totally involved all the children were – as much wonder and involvement as a real child's party might produce. Mr. Togs blew out his candles ably assisted by one girl whose birthday was also on that day. He had to make a wish with two of the children who cut up his cake. Pieces of cake were distributed among the class and while it was being eaten some children sang songs or told jokes to keep the party going. Some cake was dispatched to members of staff around the school since news of Mr. Togs' birthday was widespread. We received an express delivery telegram from primary 4 sending best wishes.

Mr Togs still had to open his presents. We played guessing games trying to guess by feeling and smelling what each present might contain. He received some soap, a screwdriver, a scarf, a spectacles case, a book, a bottle of Guinness and his big fabric collage. Gradually the excitement began to die down and we chatted for a while about how poor old Mr. Togs might be feeling after such a hectic afternoon, about old age, more about family gatherings and about the children's own relatives. Some children went off to write about the party and some drew pictures.

I am Mrs. Togs. It is my husband's birthday tomorrow and all the family is coming. I will have to make a big cake for me and Mr. Togs and Karen, Peter, Lucy, Grant, Ann, Heather, Angela and Christopher. I will be very busy tomorrow. We will all have fun. We will have sandwiches and drinks. We will share the cake. We will have soft music.

Gillian O.

Today is Mr. Togs birthday. He is 57 years old. Mrs. Togs cut the cake. It was brown and blue and white. It was a nice cake. Everybody had a piece. He enjoyed it on his 57th birthday. It was a good birthday. He had candles on the cake but he didn't have 57 candles.

Stuart

When I had my birthday

I am Mr. Togs. It is my birthday. I got some soap and socks and beer and a scarf. We lit the cake and cut it all up. We ate it and sang songs. I got a picture of us all. I got lots of cards and lots of kisses. I put on the scarf. My shop was closed in the afternoon. We got our photos taken. Everybody sang happy birthday to me. There was a bit of a noise though. Now I am tired and very happy.

Angela

MR. TOGS' ILLNESS

In thinking about Mr. Togs and his possible lines of development it had occured to me that an illness could open up several interesting areas to explore and discuss. It was always my intention, however, to impose as few as possible of my ideas on to the children's development of the Togs story. It gave me a great thrill therefore when one girl spontaneously produced a piece of writing one day entitled "What would happen if Mr. Togs was ill?"

What would happen if Mr. Togs was ill?

One day Mr. Togs was sewing and suddenly he pricked his thumb.
"Mum! Mum!" said Grant
"Help, Help! Ow, Ow!" said Mr. Togs
So Mrs. Togs came quickly and said Mr. Togs had to send for the doctor.
The doctor came and took Mr. Togs to hospital. He said to Mrs. Togs "Who will look after the shop?"
"I'll ask Karen and Grant to do it", said Mrs. Togs. "The hospital is just across the road."
His thumb was bleeding. He had broken a bone. It hurt too.

Angela

We opened up this discussion to the whole class and soon ideas were coming thick and fast. The other P2 class was coming to the end of its hospital topic and so there was a hospital well-established "just across the road" from Mr. Togs' shop. After the children had gone home that day I hid Mr. Togs in a cupboard and put up a sign in the shop saying –

CLOSED DUE TO ILLNESS

Next day the children spotted Mr. Togs' absence straight away and needed little prompting to begin weaving a tale around the circumstances they observed. They were by now familiar with the pattern of fabricating from a given situation and saw this as a very real problem to be faced. We had to decide what had happened to him and soon entered the realm of gory recountings of illnesses past. Suggestions of bronchitis, flu, hangover from his birthday party, heart attack, whooping cough, broken legs, arms etc., shingles, earache were all considered. For a while details of their own or family illnesses supplanted Mr. Togs and we spent time discussing this anxiety-ridden topic.

It was decided that Mr. Togs had to be in hospital so he reappeared, to be settled into his hospital bed and given a thorough examination by some competent medical staff. The 'hospital' was well-equipped with medical instruments so we took time out to explore the functions of stethoscopes, auroscopes, thermometers etc. Several of the children had spent time in hospital and could talk knowledgeably about hospital routine. One girl volunteered to write the daily medical report about Mr. Togs' progress. This report was delivered by herself and several other doctors and nurses to P4 where it was

read to the class there who had become very involved in Mr. Togs' life. A report was delivered each day until he left hospital.

The medical report from Nurse Gillian

Mr. Togs is in hospital. He has the flu – a very bad one. Grant and Mrs. Togs were worried. Baby Christopher wanted to see Mr. Togs but the nurses didn't let him in. Mr. Togs was wheezing a lot. His heart was beating very fast. He will have to stay in three weeks.

The second medical report

Mr. Togs is still wheezing a lot. His heart is beating slowly. His temperature is very hot. He has to take a pill in the morning, with his lunch and at dinner-time.

The third report from Nurse Gillian

Mr. Togs is better now. In the afternoon he is allowed to sit up in his bed. He has stopped wheezing. Mr. Togs' pulse is normal. He will be able to go home later today.

Signed by Nurse Gillian.

We had to establish visiting hours and rules about bringing children in to visit him. We talked about his meals, his medicine, how he would pass his time. We had to worry about the shop in his absence and think of how his family would be feeling. All of this was touching on the anxiety felt when routine and security are disrupted and the children were encouraged to talk through these upsets. One child talked of his father's illness and death and the effect that had on him e.g. moving around various relatives, not being able to do some things. Another boy's grandfather was ill in hospital and he told of the to-ing and fro-ing to visit him.

As before, news of Mr. Togs was widespread and get-well cards and gifts arrived daily. Another measure of how real he had become occurred when a mum collecting her child and being introduced to Mr. Togs in hospital bandaged him up with his arm in a sling. A child brought him a teddy to hug. Another sneaked into the tailor's shop and brought him out his birthday scarf as a comforter in his hospital bed. Throughout all this many children were writing and drawing. It was pleasing to see children who had had little interest in writing beginning to find a reason for setting their thoughts down on paper and others beginning to write with obvious enthusiasm, pleasure and a sense of purpose.

Mr. Togs is not feeling well. He went into hospital. His nose has been bitten off by an alsatian. It has swollen up. It is red. It has got cuts on it. It is bleeding a lot.

Michael

Mr. Togs is in the hospital today. He is very ill and I don't know what is wrong with him. He is 57. I like him. He is very old and ill. His temperature is hot.

Stuart

Mr. Togs is at the hospital. He has a sore back. He is not happy. He is not feeling well. I hope that he will be well soon. Mrs. Togs is worried. Grant is sad because Mr. Togs is in hospital. The shop is closed because Mr. Togs isn't well. He is in bed. Mrs. Togs comes to hospital and Grant comes with Mrs. Togs.

Stephanie

"My husband isn't well. Oh dear dear dear dear. I hope he's alright. Grant hopes so too. He pricked his thumb. I hope it wasn't the birthday cake that we made. What would Karen and Angela and Heather think? If his mum or dad were here they would be sad. The shop is closed. Oh dear dear dear dear. It could be a heart attack. Oh dear dear. Boo hoo hoo says baby Christopher. Boo hoo hoo. Nobody has new clothes now. Boo hoo hoo says Christopher. Grandad is not well. Oh dear oh dear" says Mrs. Togs.

Angela

Mr. Togs is in hospital and he is worried that anything happens to his shop when he is away. He wants to get back to the shop and sew and serve customers. Mr. Togs is thinking about Grant and baby Christopher too. Mr. Togs wants to get back to his own bed.

Dawn

Mr. Togs is in hospital. He is ill. He has hurt his ankle. It does hurt very bad. It stings very much but Mr. Togs does not cry. He is a man and men do not cry.

David

Mr. Togs is in hospital. He has the shingles. Mrs. Togs has just got over the shingles and has given them to Mr. Togs.

Mairi-Helen

Mr. Togs is in hospital. He is not feeling well. He has a broken finger. Mrs. Togs is worried about him. A doctor and nurse are finding out what is wrong with him. The doctor gave him an X ray. They see what is wrong with him.

Ewan

Mr. Togs is not very well and we had to take him to hospital. He had to get someone to look after the shop. Mr. Togs is wanting to get well again. Baby Christopher wanted to see his grandad but no babies were allowed in the hospital just in case they caught something.

Dawn

On his third day in hospital he was pronounced well enough to get up and go home. The hospital was cleared away and he spent the next day sitting in a big armchair, wrapped in blankets, in a reconstruction of his livingroom. He was spending Friday resting, reading, being read to by some children and watching television. A television featuring a Western had been made by one of the girls and throughout the day as we went about our work we all had to be careful not to walk in front of it and annoy Mr. Togs by blocking his view. It was decided that after a restful weekend he would be well enough to go back to work on Monday. Mrs. Togs and some of the family made a check on the shop and tidied everything for his return.

MR. TOGS' BREAK-IN

Once back to work again, Mr. Togs needed yet another event to stimulate interest in another direction. One night after the children had gone home I staged a break-in. I 'smashed' the window and mirror, overturned chairs and tailor's dummies, robbed the till, stole some clothes and the sewing machine and left a mess in the shop. When the children came in next morning Mr. Togs was in his shop amid this chaos. Again they responded immediately and this time it was a different group of children who took the lead. Using the toy telephones we called the police and gave details. While waiting for the arrival of the police we began to chat about what had happened and to reconstruct the previous night's events. Someone rushed to the Wendy House equipment and brought Mr. Togs a cup of tea for shock, especially since he had only just come out of hospital a few days before.

The police arrived and began combing the shop for clues. Using a paintbrush someone dusted for fingerprints, wearing rubber gloves to avoid putting his own prints on. Clues began to appear readily – a dropped label from inside a glove, a dropped piece of paper. Someone even found a hair which they examined later under a microscope. One child took the part of Mr. Togs and was cross-questioned by several policemen about the sequence of events of the previous night. The effects of watching many TV police series were strongly in evidence throughout this investigation. After Mr. Togs had helped the police some children set up a police station with phones and fingerprint tests to work on the case. Some of us had a further chat about theft and burglars.

To my delight and quite unexpectedly a real policeman happened to visit the school that day. He kindly joined in our investigation and inspected Mr. Togs' premises, asked lots of questions, gave hints and tips on looking after property. The children were entranced. The policeman himself remarked that he was amazed at the children's involvement and their belief in the reality of the situation. He was also very amused by their descriptions of the burglar – stripey jumper, black mask,

bag marked SWAG!

Later in the day we gathered together all the writing and drawing that this incident had produced and talked together about newspaper reporting. I read some snippets from the local press as examples and some children went on to try their hand at journalism next day.

Mr. Togs had a burglar in the night. In the morning Mr. Togs went down the stairs and he saw some money had been stolen and a window had been smashed. Mr. Togs telephoned the police. The police said "Is there anything missing?" "There is some money stolen and a window smashed." said Mr. Togs.
"There's clothes on the floor too. Can you come immediately?"
"Yes", said the police.
Mr. Togs put down the phone and went up to the kitchen and made a cup of tea. He brought a chair from the living room and took it into the shop and sat on the chair and drank his tea. Then he heard a knock on the door. It was the police. They came in and looked for fingerprints and looked to see if there was anything broken. Mr. Togs gave the police a cup of tea then they went back to the police station to write the report.

Dawn

When Mr. Togs was sitting in his lounge watching the TV the burglar alarm went off. "Help!" said Mr. Togs, "I am being robbed!" Mr. Togs ran down the stairs but he was too late. The burglars had taken all the money and the wedding dress with the diamond buttons. Mr. Togs was sad. "Help! Help! Help!" said Mr. Togs. "Boo hoo Boo hoo Boo hoo!" said Baby Christopher.

Gillian O.

Mr. Togs had a break-in last night. The sewing machine was stolen and the clothes were all over the floor. The coins were all not there too. Mr. Togs phoned the police. The policeman came into the shop. A police woman came too. They came in the police car. Mrs. Togs was very worried and Mr. Togs was worried too. The police asked Mr. Togs if anything had been broken. The window was broken. The sewing machine was gone. The money was gone too.

Stephanie

The children seem fascinated by the subject of theft and burglars so next day we swapped tales of robberies we had heard of. I read some burglar stories I had looked out – the Ahlberg's "Burglar Bill" and "Cops and Robbers" and Judith Kerr's "Mog the forgetful cat". At the end of that day I composed a police report saying that the stolen goods had been recovered in an abandoned van. This meant that I could replace them in the shop that night and it would be business as usual in the morning.

THE BURGLAR ALARM

Talk of crime prevention led us to thinking that a burglar alarm system might be a good idea for Mr. Togs' shop. The children seemed to know a little about alarms and had seen the bell boxes outside shops and houses. We talked about the school alarm and how it worked. I had been able to obtain equipment from a burglar alarm installer and so, with a group of boys, we installed an alarm for Mr. Togs. We spent time examining and discussing the various wires and switches and explained how his alarm would work. We set up his outside bell box complete with stickers from the alarm installers giving such information as "Call before 10 a.m. for same day service". Around his window (which had been fixed by a glazier earlier that day) we set up metal foiling and contacts and talked about circuit-making and circuit-breaking. I managed to do a quick demonstration with bulbs and batteries. The "burglar alarm engineers" went off to draw diagrams and write some notes about how the alarm worked. Later they explained the alarm system to the rest of the class, reminding them that the alarm had to be switched on each night.

How Mr. Togs' window alarm works

Electricity goes through the foil all night when Mr. Togs switches the alarm on. When the burglar throws a brick and smashes the window the foil snaps. The electricity stops going right round. It makes the burglar alarm go off. Then Mr. Togs phones the police.

Simon O. and Jonathan L.

QUIET WEEK

Throughout the next week the Togs' shop carried on quietly without any major events. This allowed the children to go into the shop and play out their own fantasies. Mr. Togs had to deal with rude customers, polite, pleasant customers, screaming babies and even a rather angry Mrs. Togs who was annoyed because he had forgotten to make her a new dress. A group of children attempted to write dialogues between Mr. Togs and some customers which we acted out. He also had a visit from the

doctor to check that his health was still all right and from the police to check that there were no problems following the break-in.

Mrs. Brown Buys a Dress

Mrs. Brown:	*Good morning Mr. Togs. Nice day.*
Mr. Togs:	*Yes it is.*
Mrs. Brown:	*Are you alright now?*
Mr. Togs:	*Yes thank you Mrs. Brown.*
Mrs. Brown:	*Is all the family alright?*
Mr. Togs:	*Oh yes they're all fine.*
Mrs. Brown:	*Good. Glad to hear it.* *I've come for a party dress. I am going out with my husband.*
Mr. Togs:	*What size are you?*
Mrs. Brown:	*I take size 16.*
Mr. Togs:	*Try that one over there.*
Mrs. Brown:	*Oh it's beautiful. Can I try it on?*
Mr Togs:	*Yes of course.*
Mrs; Brown:	*Oh it's just right thank you very much. I think all the boys will be after me.*
Mr. Togs:	*My pleasure Mrs. Brown. Goodbye.*

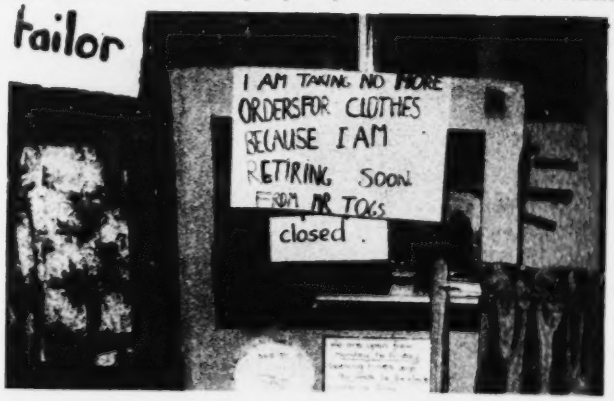
Gillian O.

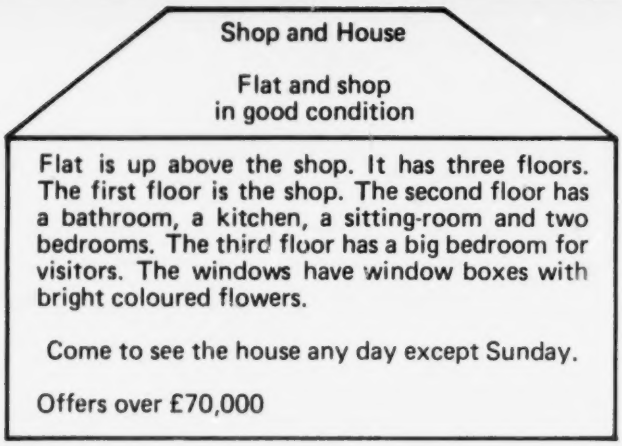
I've written already of the extent of involvement of more than just my children in Mr. Togs. P6 and 7 children began to come in during lunchtime to check on the latest happenings and to sneak into the shop themselves and carry out their own improvisations and role play. Not only children had suspended disbelief, however. Mums who help run the school bookshop, which was adjacent to Mr. Togs' shop, followed each event with interest and talked animatedly of Mr. Togs not as a dummy but as an actual person. One mother, unenthusiastic about the forthcoming disco which the PTA was organising, slipped into Mr. Togs' shop and stuck on him a DOWN WITH DISCOS badge, feeling sure that he would give support on account of his age and preference for a quiet life. Another mother sent in a cake and biscuit for Mr. Togs' teabreak. Several parents told me that Mr. Togs had extended into many conversations throughout the community so that the situations we were creating in the classroom were being replayed and enlarged upon by parents and children at home.

During this week Mr. Togs took time out of his shop to attend our infant service and sat proudly beside our minister. Some of my children read pieces of writing to the others in the department so that everyone could share the Togs story so far.

SELLING UP

The end of term was in sight and we had to find a satisfactory conclusion to Mr Togs' story. Once again it happened that some children were thinking along the same lines as I was. Since he wasn't in the best of health these days it was suggested that Mr. Togs should retire from his business. We talked about retirement and old age and heard about people's grandparents. It was decided that Mr. Togs should sell his property and retire with the money he made. The mother of one of the children worked in an estate agent's office so she sent in written guidelines about selling property. We appointed estate agents and solicitors to start the sale. They made a 'for sale' sign which we erected outside the shop. We looked at property advertisements in newspapers and composed our own which we posted up on the wall for all interested buyers to see. A notice was made for the shop window saying – "I am taking no more orders for clothes because I am retiring soon – from Mr. Togs." Another notice announced a closing down sale with big price reductions. All these notices prompted discussion about similar notices in the environment. It encouraged children to look at newspapers and led to talk about advertising in general. It is again obvious that Mr. Togs had given rise to so many opportunities to investigate interesting features of the environment of these children by extrapolating from what was happening to Mr. Togs to what happens in the world outside the classroom.




Shop and House
Flat and shop
in good condition
Flat is up above the shop. It has three floors. The first floor is the shop. The second floor has a bathroom, a kitchen, a sitting-room and two bedrooms. The third floor has a big bedroom for visitors. The windows have window boxes with bright coloured flowers.
Come to see the house any day except Sunday.
Offers over £70,000

CRUISE

Thinking about Mr. Togs' retirement one day led to a suggestion that he could go for a holiday once he had closed down his shop and sold his house. Next day we set up a travel agent with plenty of holiday brochures, posters, a globe and telephones. I explained to the children what a travel agent's job entailed and how one went about booking a holiday. Again, some of the children had experienced holiday booking within their own family and so brought further information and recollections to our discussions.

For a few days the Travel Agent and Mr. Togs' shop operated simultaneously giving even more opportunity for role play and improvisation. Mr. Togs was brought from his shop to the travel agent to leaf through brochures and decide on his holiday plans. We were able to talk briefly about countries, climates, interesting sights to see etc.

It was decided that Mr. Togs and Mrs. Togs were going on a 90-day around-the-world cruise. We studied this particular brochure all together and in smaller groups. We traced his route on the globe and on a world map and found some books showing pictures of some of the places he would visit. Children were writing and drawing throughout this time reporting on the booking process and speculating about what Mr. and Mrs. Togs might do on the cruise.

Mr. Togs is going around the world. He might go to Belgium and France or Greenland. He would have to take some warm clothes to go to Greenland. In Belgium and France he would have cooler clothes. He has booked his holiday. He is going on a cruise. The cruise is on a big ship. Boat and Air Travel have to find out his age and if he has any kind of illness. Their cabin has a verandah. A verandah is a sort of porch but without a roof. He has got a lovely cabin. He can slide the windows to the side and walk onto the verandah. He is going away for 90 days. When he comes back he will have to choose a house. Mr. Togs might like a bungalow in the country.

Angela

Mr. Togs wants to go away on holiday so he went to book a holiday. He went into the travel agent shop and he looked at a brochure. He looked at many pictures. Mr. Togs saw another brochure and saw a holiday that he wanted. It was a ship going around the world. Mr. Togs said "Could you put me down for this one?" The lady said "Yes". Mr. Togs went home to tell Mrs. Togs and everybody else. Mr. Togs said "I have booked a holiday. We go on the 3rd of April." "Oh good" said Mrs. Togs.

Dawn

Mr. and Mrs. Togs are going on a cruise. Their cabin is the best cabin. It has windows and a balcony and a bed settee. It has two beds and a shower and a bath and a toilet so Mr. and Mrs. Togs don't have to go out to the toilet. The cruise lasts 90 days.

Mairi-Helen

Mr. and Mrs. Togs are going on holiday. He booked in for him and Mrs. Togs. They are going a round the world cruise. They are going on a ship. He has got a cabin but he did not get a bunk bed because Mr. Togs will fall out of bed. They chose the best bedroom. Mr. Togs had to say how old he was. He told them he was 57. It is going to cost Mr. and Mrs. Togs a lot of money.

Monica

Using the booking form in the brochure we completed an application for the Togs. This produced much discussion since we had to understand the written instructions needed to fill in the form and had to tackle such concepts as Christian name, surname, initials, marital status, title, and nationality. Together we studied the range of cabins and berths available and chose a suitable one for the Togs – the most expensive in fact! Two boys went off to build a model of the cruise ship from junk. Another two used junk material to construct a model of Mr. and Mrs. Togs' cabin, complete with toilet, shower and sliding doors.

The suggestion of building the models came entirely from the boys, not from me and was another example of how the children themselves had become key figures in directing the work arising from Mr. Togs. As the Mr. Togs story developed the amount of input from the children increased so much that at times I found myself unable to follow up every area of development suggested by them. For example, if it had been realistic for me to deploy myself among five groups working on separate story lines at the same time, we might have created dummy figures of the whole Togs family – a project which many children were desperate to embark upon.

The travel agent's remained for a week during which time children also organised their own holidays through role play, writing and drawing.

SHOP IS SOLD

During the week of the travel agent there was also the continuing story of selling the shop and house. Children were writing about who might buy the shop, what they might do with it. Several interested buyers were invented and meetings between these people and Mr. Togs were acted out. The children were, by now, quick to conjure up characters and pad out their lives with detail. One girl wrote about a Mr. and Mrs. Brown who were interested in starting a bakery business. With great attention to detail she described their family, which of the rooms in the Togs' house each would occupy, their ages and interests, the fact that Mrs. Brown was pregnant and the proposed names for the new baby – in fact, the creation of another family ready to have their history unfold.

Mr. Togs is moving

Mr. Togs is moving. "Where will our new house be?" said Mrs. Togs. "I don't know." "I'd like a bungalow because when the grandchildren come I get tired walking up and down the stairs to give them a good-night kiss. The grandchildren will be excited when they see our new house. Christopher will not fall down the stairs because there's no stair in a bungalow."

"I would buy the shop", said Karen. "I get paid at the hospital."
"What will you do with it?" said Mr. Togs.
"I will change it into a clinic and make upstairs into a ward."
Knock. Knock. Knock. "Oh, there's someone coming to look at the shop. Come in, you'll like the shop. Do you want to see round the house."
"We'll make it into a pet shop. We'll have to buy cages and we'll have to get some pets. We'll use our own puppies for dogs to sell."

Angela

Mr. Wood and Mrs. Wood want to buy a shop and a house. They look in a newspaper. Mrs. Wood sees a shop for sale. She goes to tell Mr. Wood. They go to see the shop and the house. It is Mr. Togs the tailor's shop. They want to change it into a lolly shop. They go upstairs. Mr. Togs shows them the second floor. "This is a good shop and house," they tell Mr. Togs.

Mr. Togs takes them up to the third floor. The stairs are dangerous. There is a fire. It is hot there. Mr. Togs and Mr. and Mrs. Wood come downstairs. Mr. Togs asks if they would like to have some lunch with them. They get their food then they go upstairs and sit beside the fire. They talk about the shop and the house.

Monica

Mr. Togs is having some people to look at his shop to see if they want to buy it. Mrs. Togs has to get every room tidy and put everything in its right place. Mr. Togs told Angela and Heather to keep the place tidy. A man came. He said "Could I have a look at the kitchen please?"
"Yes", said Mr. Togs and he showed the man the kitchen.
"I like the kitchen but I don't like the cupboards. I'd change them if I bought this house. Could I I look at the bedrooms?"
"Yes", said Mr. Togs so he showed the man the bedrooms.
"Could I look at the dining room?"
"There isn't a dining room," said Mr. Togs.
"That will be all then," said the man. He went away.
The man decided he didn't want to buy the shop and the house.

Dawn

Mrs. Brown's husband is interested in buying Mr. Togs' shop and house. He is turning the shop into a bakery. He is keeping the top as a house. He has three children. The oldest is called Amanda, the youngest is called Melanie and the middle size one is David. Mr. and Mrs. Brown and David sleep in the left hand bedroom. Amanda will sleep in the right hand bedroom and Melanie will sleep in the attic. Mrs. Brown is having a baby. If it is a girl she is going to call it Susan. If it is a boy she is going to call it Colin. Mr. Brown is having a sign like Mr. Togs had. He is calling the shop Mr. Bill the Baker. He has made a sign. He has written in big letters MR. BILL THE BAKER.

Gillian O.

Mr. Togs is selling his flat. He has got a shop under his flat. It is a tailor's shop. People who bought it could make it into an office. They could get desks in and knock a bit of the wall down. They could put a cupboard in for paper. Or maybe they could change it into a music shop with drums and accordions and guitars.

Michael

Mr. Togs is selling his shop. Mr. and Mrs. Snap are looking at Mr. Togs' shop. They are going to buy the shop. Mr. Togs shows them upstairs. Mr. Togs likes Mr. and Mrs. Snap. He shows the. the bedroom. They like the bedroom. They are going to change the shop into a sweetie shop for boys and girls. They are going to get the sweeties soon.

Kerry

At this time the closing down sale was also in full swing. All price labels on the clothes had been altered to show the reductions in price and clothes were disappearing daily so that the shop was starting to look rather bare.

On the day the property was to be sold we gathered together several pieces of writing about the potential buyers. These were read out to the class and we voted for whoever we wanted to have the premises. It was sold to a Mr. and Mrs. Wood who were interested in changing it into a sweet shop. We posted up a 'SOLD' sticker over the 'For Sale' sign. We also put up a notice telling customers that the shop would close on Friday and thanking them for their custom.

Friday came and by now there were no clothes left in the shop. We took down the 'For Sale' notice, removed the sewing machine, dummies, till, etc., leaving Mr. Togs in a bare area with only the shop front left. We put up a big 'CLOSED DOWN' sign on the door. There was a genuine feeling of sadness as we worked tidying everything away. Children made a great fuss over Mr. Togs, producing cups of tea for him and giving him hugs and plenty of kind words to keep him cheerful.

Talking together at the end of the day we decided that some sort of occasion to mark his retirement would be a suitable way to finish off. One boy told us about his grandfather's retiral party. It was decided that another cake would be very nice and some sort of gift. Someone remembered the birthday scrapbook Mr. Togs had made with his birthday cards.

Throughout the year the children and I had talked often about producing books as a way of recording and sharing information and experiences. We had made several books which had been read and re-read throughout the year to bring back memories e.g. of walks in the woods, of how we dyed wool. It was suggested that Mr. Togs might like such a book to remind him e.g. of his birthday or his break-in.

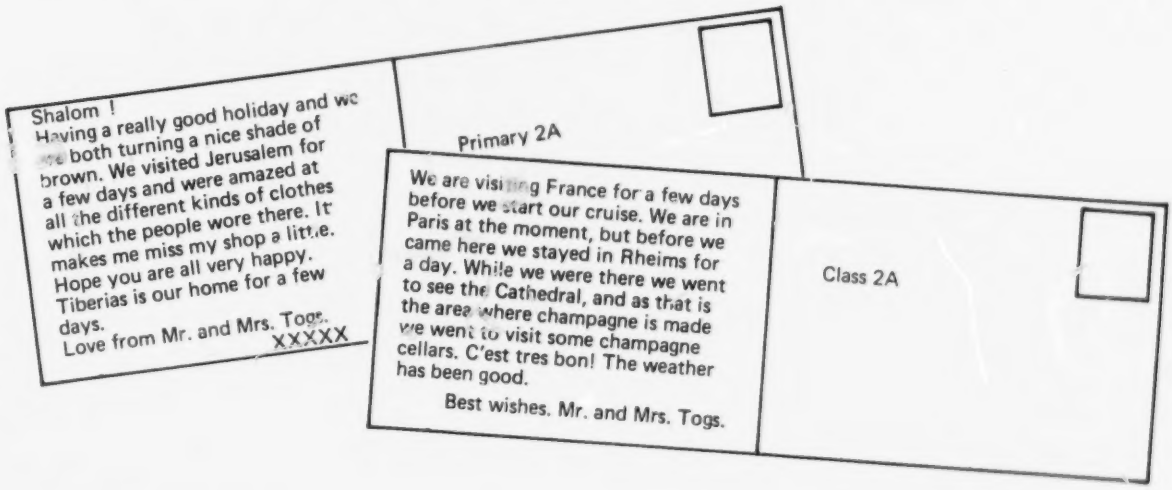
A group of children produced "Mr. Togs – This is your life". Each event was illustrated and a short caption added. Since there had been much writing produced and displayed at the time of each event there was no point in labouring over each piece yet again. So the captions were short and aimed directly at Mr. Togs e.g. "Remember when you were ill and had to go to hospital. You felt awful but the nurses made you better."

In the last picture someone drew the sunburnt Togs on holiday on a sunny island. "Here you are on the beach. You are very brown like burnt toast. Mrs. Togs is going for a paddle."

Next day a group baked a cake with 'Happy Retirement Mr. Togs' on it. We had a presentation of the book, a few speeches from customers, a round of applause and cheers and we all shared the cake. All that remained was for Mr. Togs to go off on his world cruise with Mrs. Togs and leave us all behind. But the story did not end there.

MR. TOGS LIVES ON

When the idea of a world cruise was proposed as a fitting end to Mr. Togs' story I realised that here was a chance to carry over something of this term's work into next term. I knew that although Mr. Togs would no longer be in evidence in the class area the children would still talk of him for a long time to come. So, with the help of friends scattered around the world, the children received postcards from Mr. and Mrs. Togs on their cruise – from Israel, Singapore, Greece.


Shalom !
Having a really good holiday and we are both turning a nice shade of brown. We visited Jerusalem for a few days and were amazed at all the different kinds of clothes which the people wore there. It makes me miss my shop a little. Hope you are all very happy. Tiberias is our home for a few days.
Love from Mr. and Mrs. Togs.
XXXXX
Primary 2A
We are visiting France for a few days before we start our cruise. We are in Paris at the moment, but before we came here we stayed in Rheims for a day. While we were there we went to see the Cathedral, and as that is the area where champagne is made we went to visit some champagne cellars. C'est tres bon! The weather has been good.
Best wishes. Mr. and Mrs. Togs.
Class 2A

A further development gave to me as much surprise and pleasure as it did to the children. Having heard of Mr. Togs and his adventures, a Primary Adviser wrote to my children expressing her interest in Mr. Togs and all that he had been doing throughout the term. Tentatively she suggested that he might like to spend some time in a small country school.

Dear Girls and Boys,

I saw a photograph of your friend Mr. Togs, (Is it Mr. T. Togs?) in your classroom. Your head teacher tells me he has been with you for most of this term.

I was sorry to hear that he had been ill. Do you think the break-in upset him very much? I expect something like that would upset an old man. Perhaps he isn't an old man but he had an old sewing machine in his shop and I thought he had had his shop for quite a long time.

When I heard about Mr. Togs I thought he must have had a very interesting term with you and I just wondered where he was going next. In my job I visit all the schools in my area and some of them are very small. Do you think Mr. Togs would like to visit a small school with only nine children? If you think he would I am sure they would love to have him but of course I realise you may have made other plans for him.

The school is in a little village near the top of a glen. It is a very pretty glen – a river runs through the glen and there are hills all round. There is only one teacher in the school which is very different from your lovely new school. There is only one room but it is very interesting because there is all kinds of work going on. One girl is in P7, one boy in P6, no one in P5, two in P4, one in P3 and three in P1 and 2 together (I forget if it is one in P2 and two in P1 or the other way round). The teacher has a very interesting pet. Her father is a gamekeeper and some years ago he brought home a tiny fox cub which they kept as a pet.

Often they have unusual visitors. Sometimes visitors from other countries want to visit a small school and I am always pleased to take them there.

Now that I have told you something about the school you will be able to tell Mr. Togs that he would be very welcome there. If you think that he would like to spend the summer in the Glen you can let me know and I will be very pleased to come and collect him and take him there.

It must have been very exciting, taking care of Mr. Togs. He seems to have lots of adventures. You have all had a very busy time, arranging everything that Mr. Togs has needed and now you have all the photographs so that everyone can share with you Mr. Togs' visit to school.

I hope you do not mind me offering to Mr. Togs a visit to one of our schools especially when you do not know me. I do meet your head teacher when he goes to meetings so at least he knows

who I am and I look forward to hearing what happens next.

Best wishes to all of you.

The children's reaction was immediate. They were delighted by the letter and saw it as the answer to Mr. Togs' big problem. Having sold his shop and house, he had nowhere to go when he returned from his cruise. The children were charmed by the description of this small school and decided that retirement in the country was just right for Mr. Togs. With some help from me a group composed a reply to say that Mr. Togs would be delighted to move there.

Dear Miss

Thank you for your letter. It made Mr. Togs very happy and excited. Mr. Togs would love to come to the school. He is retiring soon because he is getting too old. He used to be alright but he had a heart attack and sometimes he is not very well.

He is going on a cruise with Mrs. Togs. They are going around the whole world. It takes 90 days. He has sold his shop and house to people who are going to make it into a sweet shop. He did not know where he was going to go when he came back from his holiday but you have solved the problem. He can come to live in the school in the country. It will be nice and quiet there. He could come to you after Easter when he comes back from his cruise.

It would be nice if you could come to collect him. Then you could meet us and see our school.

Best wishes

So his story was not yet over and the children themselves had already begun to see possibilities for the next term. "We must write to these children to tell them all about Mr. Togs."

"We can send all the books and writing"

"Maybe we can visit them ....."

MR. TOGS RETIRES TO THE COUNTRY

Mr. Togs had returned from his world cruise, having sent a few postcards to us while he was away, and was now back in school but resting in a cupboard.

Although we were supposed to be involved in looking at the seashore this term, Mr. Togs was ever present in the children's thoughts. He was dragged from his cupboard to attend the show of the slides taken the previous term and sat surrounded by children who poked and prodded him and made comments like "Hey, do you remember that one? There you are sitting in your burgled shop. Don't you look worried." The children were also very eager to take him on trips to explore the seashore but this seemed impractical!

Our connection with the village school was renewed and arrangements were made for his retiral to the country. We exchanged letters with the school and the children there sent books they had made to tell us about themselves, their school and their environment. We set a date for his removal and with a week to go set about organising his packing. We made a book about ourselves, each child contributing a self portrait and piece of writing.

On the day of his departure we packed his bag checking off the items on a packing list we had made. He took with him his birthday presents, books, hankies, letters to the children, a collage of his family and a walking stick to help him get about in the hills. Someone wrote out the address of our school for him so that he could write giving us news of his new home. Before the time came for him to be collected a small group baked a cake and iced it with 'Goodbye Mr. Togs'. Another group quickly set themselves up as opticians and checked his eyesight. They decided he was long-sighted in one eye, short-sighted in the other but his glasses would do for now. He passed a colour blindness test too and seemed fit to travel.

When the Primary Adviser arrived we all went outside into the sun where the cake was cut with due ceremony and shared among us all. After chatting together and exchanging news, everyone escorted Mr. Togs to the car. He was installed in the back seat along with his luggage. We all said Goodbye and Good Luck amid hearty cheers and Mr. Togs began his journey to his new home. The children expressed mixed feelings at his departure – sad that he was leaving us yet happy that he was starting a new life in such pleasant surroundings.

SECTION TWO – 'MR. TOGS': THE BACKGROUND

1. The School

The school is a new, two-stream primary with a roll of 400+, and a complement of 14 teachers, 2 assistant headteachers (without class commitments) and a headteacher. The building is of semi-open-plan design and serves a young, middle-class community, predominantly privately housed.

Throughout the school there is an emphasis on the need for continuity of curriculum, method and organisation. All teachers work a form of integrated day and are expected and encouraged to create situations in which children can actively and purposefully participate in their own learning without undue reliance on text books. On the whole the staff is young and fairly inexperienced. Therefore the promoted staff see their main role as giving practical help to the teaching team by working alongside them; listening; enthusing; criticising; suggesting possible lines of development; and providing physical resources.

The promoted staff also generate 'starter papers' in various areas of the curriculum which are then discussed by the staff at regular staff meetings and implemented in conjunction with the assistant headteachers. Regional guidelines also exist as does a considerable staff library which is extensively used by a number of class teachers.

The school's stance towards the community is an open one and parents play an important part in its daily life. Over 40 parents on a regular basis work alongside teachers in a variety of ways throughout each week.

2. The Teaching Area

The school has seven main inter-connected areas. Each holds two classes at the same stage. Each class has its own teacher and its own home base (a small floor area where teacher and class can sit together). Apart from the home bases, all the children use all the space within the area which is sub-divided into: a language area; a maths area; an art and craft area, etc. This necessitates co-operative forward planning of use of space by both teachers, on a day-to-day basis. But 'team-teaching', as the term is conventionally understood, is at present actively discouraged by the headteacher who feels that it can too easily lead to teacher-oriented over-organisation at the expense of individualised pupil learning.

The P2 area in question was the 'tightest' spatially within the school and provided real problems for a teacher of 32 children who desired fluidity of pupil movement.

3. The Class Teacher and Her Organisation

The class teacher was a probationer in the second term of her second year. In her first year she also taught a P2 class. She used a form of integrated day organisation and at this stage in the school year most of her pupils had been trained to work through a fairly sophisticated 'basic skills' assignment – the teacher dividing her time between class, group and individualised teaching. This framework was always there as a 'safety net' for those days when 'Mr. Togs' did not provide the main focus of activity.

It would be a mistake to suppose that an integrated day was a pre-requisite of the approach embodied by 'Mr. Togs'. However it did facilitate the work in several ways. Time and space could be used very flexibly. Children were accustomed to working both independently and co-operatively. One-off groupings for particular pieces of work could be established without disrupting the overall pattern of activity. The teacher felt free to teach where she could do so most effectively rather than adhere to any rigid programme. And children were encouraged to discuss and contribute to the direction of their own work.

Though there were ability groups for mathematics and language arts these groups were not invariably fixed. Any child who wished to do some particular thing (whether it was about Mr. Togs or not) could come to the class teacher and be relieved of his group commitment. Although there were not too many 'typical' days, a (fairly) typical day could be:

i Talking time – Mr. Togs plus other things – half an hour

ii Group activities:

Writing Art Maths	maybe about Mr. Togs	– 2–3 hours

iii **Teacher discussion (group or class)** — half an hour

iv **Basic skills work (teacher and individuals)** — 1–1½ hours

v Choosing time
Role playing
Games
Activities
— half and hour — 1 hour

Of course, for any one pupil, these activities did not necessarily follow this sequence.

The class teacher received no teaching help from the headteacher or assistant headteachers. She did have the help of an infant auxiliary for approximately 2½ hours a week, mostly in art and craft work. One parent was also closely involved with 'Mr. Togs'. She worked on a range of activities with various groups of children for one morning each week under the direction of the class teacher.

4. Planning

Each teacher in the school is required to produce a forward plan for the following week. This is then subject for discussion and revision with the assistant headteacher. Normally, and particularly with probationer teachers, much of the talk revolves around ensuring the coverage and balance of 'basic skills' teaching. This was not where the emphasis lay with Mr. Togs. On the contrary, much of the talk was concerned with allaying a young teacher's understandable anxieties about her adequate cover of such basic work. The promoted staff were agreed that this work was being adequately covered and, far more importantly, that a situation had been created where it was easy and meaningful for children to acquire and purposefully apply skills. Much useful talk was simply concerned with sharing the teacher's excitement and pleasure in her pupils' work on a daily basis.

This support was vital. Without it, and considering the pressures that any young teacher faces, it was likely that the work would have been aborted or at least considerably diluted. We recognise that difficulties are encountered when promoted staff have a full time teaching commitment but we feel that support of this kind is essential.

More important than the basic skills planning was the planning for Mr. Togs himself. Traditionally, in project work, a teacher begins by specifying aims and objectives, or, concepts and skills, and proceeds to substantiate and particularise these through her work with her pupils. If we look at how Mr. Togs evolved, i.e.

a. started with teacher-directed, science based work;
b. ideas evolved and changed;
c. new materials were fed in;
d. children volunteered and developed their own ideas

then we can see that the traditional model would have restricted possibilities rather than have extended them.

What both teacher and children (and, to an extent, other teachers and parents) were engaged in was an act of collaborative storytelling. At any given point in the storyline a wide range of options was open. This openness was a necessary concomitant of the children's involvement. What the teacher had to do was to enter honestly and imaginatively into the storyline and in advance exhaustively explore and rehearse possible outcomes. Sometimes the teacher's own supposings seemed so potentially fruitful that she introduced them herself e.g. the burglary. Sometimes the children's ideas surprised her. But most often teacher's and children's ideas coincided and the teacher was therefore in a position to respond quickly and effectively in terms of discussion, planning, and provision of resources.

There were therefore two distinct planning modes concurrently operating — (a) prescriptive — to do, mostly, with 'basic skills', (b) flexible — to do, mostly, with Mr. Togs. Perhaps we too often encourage the former mode at the expense of the latter. And perhaps one of the hallmarks of the good primary teacher is the mastery of both.

SECTION THREE – 'MR. TOGS': SOME KEY POINTS

Any attempt, by another teacher in another school with another class, to seek to replicate 'Mr.Togs', would clearly be mistaken. The joy of making a story together – of inventing and fleshing out characters; of creating new situations based on shared experience; of suggesting, discussing and deciding possible outcomes, would be lost. 'Mr. Togs' is presented as an exemplar of a particular way of working, not as a model to be mimicked without understanding. It is therefore important to try to characterise some of the key points of this approach. We feel it might be productive for teachers to discuss these in relation to their own work.

I THE NEED FOR CONTEXT

One way of looking at the curriculum is in terms of concepts and skills. Precise areas of the curriculum are defined. These are then analysed in terms of concepts and skills. The skills are broken down into sub-skills. The sub-skills are arranged in hierarchies. Material is devised to teach these sub-skills. And the teacher's job becomes identifying the point along the line the child is at and providing him with the appropriate material. The teacher here is seen more as a technician than as a creator.

It is not within the scope of this paper to argue for or against a concept/skills view of the curriculum, although it is worth noting that many teachers would argue against a hierarchical model of learning in language arts and would support a viewpoint which laid greater stress on unitary competence. However, whatever the pros and cons of this debate it is at least likely that a concept/skills approach, if internalised by the class teacher, should allow her to assess and respond to children's learning more speedily and effectively. The key word here is 'internalised'. What seems to have happened too often is that this approach has been transferred directly to the organisation of the child's working day without due thought and mediation by the class teacher.

This would go some way to explain a fairly common pattern of classroom activity. For instance, in the infant department children may spend the greater part of their day on a series of unrelated tasks – sum cards, phonic games, sequencing exercises, handwriting practice, playing in the Wendy house, writing a daily 'news' item, drawing a picture, using construction materials etc. etc. These tasks will rarely generate much talk or discussion nor will they usually generate other activities. They remain detached from each other, compartmentalised, part of the 'work' which has to be done every day. Of course the teacher has an overall plan of what she is doing and consciously structures her pupils' activities accordingly. Thus the pattern of working makes sense to **her**. But the child does not have access to this overall plan or its rationale and you only have to put yourself in the child's place to realise that at child level it cannot make any real sense at all. Or, more accurately, it makes sense because it has to make sense, because 'that's what you do at school'. Pleasing the teacher becomes an end in itself. The child who hands a piece of work to his teacher and says, "Will this do?" is clearly expressing the passivity of his learning experience – a passivity which must diminish the benefit he derives from it. There are few immediate outcomes from his work apart from teacher approval or disapproval. He is not personally influencing the course and nature of his learning.

It would be foolish to decry a more 'scientific' approach to teaching if it gives us better informed and more effective teachers. But prescriptive and highly structured teaching is only relevant to some areas of the curriculum some of the time. Almost invariably such teaching is more meaningful within a context than without. The teacher has to be an intelligent and sensitive opportunist, using situations for structured teaching when the context allows or requires it rather than subordinating the context to a pre-conceived programme of skills instruction.

We have to recognise too that there are enormous pressures, particularly in the infant department, on the teacher to work in a fragmented way. There is traditionally a great emphasis on the teaching, and even more on the hearing, of reading. And if that is to be the absolute centre of the infant curriculum it is almost inevitable that what else there is, will be peripheral and poorly articulated.

However the contrast between a conventional fragmented curriculum and the wholeness of a thematic approach exemplified by 'Mr. Togs' is surely clear. In the latter case pupils understood what they were doing and why they were doing it and felt able to initiate developments and influence the direction of their learning. They gained an understanding of what learning is all about – what it feels like, what it is for and, above all, how enjoyable it can be.

We are not suggesting that it is desirable or even possible for teachers to work in this way all the time but that such an approach is a vital counterbalance to more usual ways of working.

II A CONTEXT FOR REMEMBERING

As teachers we should not only be concerned with how children learn, we should also be very concerned with how children retain that learning. As adults we know perfectly well that what we most easily remember is that which we can fit into some kind of wholeness of experience. And that which we most readily forget is that which we cannot in any way 'fit'. Knowledge is far more easily retained if it can be placed within a meaningful context. Talking to the children who created 'Mr. Togs', almost two years after the event, what is striking is not just the freshness and zest with which they willingly re-live the experience but also the total recall of sequence and detail they demonstrate.

III INHABITING THE CONTEXT

Creating a context is clearly not just a matter of choosing a topic for children to explore. Topics such as 'Space' or 'The Romans' or even 'Our Town' can be too insensitively framed, too ill-defined, too large-scale, or too remote from a child's own world for him to engage in any way actively with them. There may be little of himself he can usefully bring to the work in progress. If this is so he is likely to see learning as the simple accumulation of facts – facts which are difficult to interpret and assimilate because they do not call upon or touch his own experience. It is not that such topics cannot be investigated with children but that, if they are, then, the teacher must find ways of making meaningful two-way connections between her pupils and the area of study. Mr. Togs was real and precious to his creators because he carried so much of their own lives within him.

Creating a context is also not just a matter of setting a scene. Mr. Togs' shop could well have been only a glorified home corner tenuously linked to an on-going project on 'Fabrics'. That it wasn't, that it became the very heart of the work, must have much to do with the children's own deep seriousness about their creation and their teacher's sensitivity towards, and respect for, that seriousness.

There are numerous points in the story where it is clear that it mattered very much to the pupils and their teacher that they got things 'right'. Not just 'right' in their own terms but credible to the world at large. This is evident in the initial creation of the Togs family; in the convincing precision of the family tree; in the detailed preparations for Mr. Togs' birthday; in the meticulous establishment of a hospital routine; and so on. All these tasks required extensive discussion by teacher and class. But without this overriding, shared concern for realism, for accuracy, it's unlikely that the children would have been able to inhabit fully the world they had made.

IV QUANTITY, QUALITY AND RANGE OF WRITING

The class had written hardly at all in P1. Aware of this and concerned, the class teacher in P2 spent a lot of time in the first term making short class books with the children about experiences they had shared. However at the start of the second term it was still true that almost no individual or spontaneous writing was being produced. What then caused the surprising blossoming of writing at this stage?

The immediacy and potential richness of the context, although a prerequisite for varied, individual and purposeful writing does not in itself guarantee its production. A number of other specific factors were present. Among these we would suggest three were of particular significance:

a. The range of uses to which writing was put

In 'Hand in Your Writing' we have said that many children do not understand the purpose of writing or where its difficulties lie. In fact they may be actively misled by what the school asks of them. All the writing here called on the children to reflect, to observe, to imagine, but throughout 'Mr. Togs' writing was also used as a precise tool for a variety of purposes, e.g.

- to initiate developments in the story line, through speculative writing as in the 'what if Mr. Togs' stories;
- to allow choices to be made and substantiate individual suggestions, as in the writing about who might buy Mr. Togs' shop;
- to give necessary explanation, as in the piece about the burglar alarm;
- to record past experience, as in the 'This is Your Life' book;
- to communicate information about Mr. Togs with an audience inside the school, as in the medical bulletins sent to P4;
- to communicate necessary information about themselves and Mr. Togs to an audience outside the school, as in the material sent to the village school to which Mr. Togs retired.

All these purposes had one thing in common. They were necessary to carry the story forward.

b. Discussion about the writing task

The requirements and possibilities of each of the writing situations noted above were fully discussed by the teacher, and her pupils (including some who had written little) had a detailed understanding of what writing was for and in what ways it was significantly different from speech.

It is interesting to note that the greater part of the writing was other-centred – very untypical of P2. Perhaps we have to revise our ideas about what are, and what are not, appropriate writing tasks for young children. It is worth pointing out too that the whole experience of creating Mr. Togs foreshadowed the need for explicitness, relevant detail and internal consistency increasingly required at later stages.

c. Audiences

At different times, the whole class; the class teacher; another class; other teachers; the children's parents; other parents within the school; a policeman; an adviser; and children in another school provided an audience for the on-going story. The presence of these audiences encouraged and shaped the children's writing. The genuine nature of their responses sustained the pupils' own belief in the seriousness of their work.

Of course all the children did not contribute equally in writing. Some wrote fluently and frequently and the quality of their work is self-evident. Some wrote only occasionally though often their contributions were made at key points. Some did not write at all but gave a great deal in other ways to Mr. Togs . One child who could neither read nor write had a particularly direct and affectionate relationship with Mr. Togs , expressed in sustained role play.

In term 3 when the class worked on 'The Seashore', many of the children who had previously written little began to write regularly and at a level of maturity which would seem to confirm that they had learned a great deal about the nature of the task in the previous term.

V CURRICULAR INTEGRATION

'Mr. Togs' has been described as a context for writing but it could, more accurately be called a context for learning. As well as writing there was a great variety of spoken language. There was also a great deal of science – in the study of fabrics and their properties. There was some maths – in money and measuring within the tailor's shop. There was much art and craft work. And there was a great deal of social education. Children and teacher discussed in detail all sorts of very important things – being ill, going to hospital, growing old, the role of the police, difficulties within families and so on.

Neither the teacher nor the children made any explicit boundaries between these different curricular areas. They were all interwoven. They were all equally valued. It may be easier, even necessary at times, for the teacher to think in terms of curricular compartments. But young children do not naturally see the world that way and to impart that view to them is often likely to restrict their opportunities for active learning and inhibit the possible creation of rich and rounded contexts.

VI THE ROLE OF DRAMA

Outside of school young children are capable of sustaining improvisation and role play for hours on end. This is a powerful tool for learning enabling the young child to explore possibilities, solve problems, try out various roles. In many infant departments, however, only a token acknowledgement is made of this highly developed talent. Home corners exist but the improvisations witnessed here are often pallid and trivial compared with the richly imaginative fantasies sustained outwith school in children's play.

In 'Mr. Togs' this improvised play was at the heart of the work and in fact was an essential generator of events, shaping much of the development of the story, for example through the place given to improvised role play in the tailor's shop, in the hospital, in the travel agents etc. The serious acceptance of this role play, not just by the teacher but by parents and children who continued the Mr. Togs story outside school in their own homes, confirmed the reality of Mr. Togs .

There was too, a continuous movement between drama and writing. Often improvisations led directly to pieces of writing. Often the implications and possibilities in one child's written story were later explored in depth in role play. And several more able children spontaneously produced scripts to be acted out, for example see Gillian's short play on page 10. These children were familiar with the required layout of play scripts through using the Ward Lock 'Take Part Starter' series.

VII A PHYSICAL REALITY

Mr. Togs' shop was real. It was there the whole time and became a continuous focus for work. Even when the children were doing other things the tailor's shop was present, nudging them into thinking about further possibilities. It was a continuous stimulus. There was always the urge to extend the story.

It also provided a ready-made theatre in which the children could act things out – to take the story forward through improvisation. Many of the episodes like the burglary or the hospital story would not even have been conceived if there had not been a concrete context. And at the end there was a very genuine sense of loss and sadness. There was the empty shop and Mr. Togs sitting in his little chair with nothing left at all of the richness that had gone before. That keen feeling of sadness, in itself a confirmation of the depth of the experience, would not have been felt if the whole story had not been rooted in a physical reality throughout.

The same physical reality meant that there was a real world for children to operate on so that when they wrote something or when they had had a discussion about a particular event and had made a decision, almost invariably something changed within the physical world of Mr. Togs because of that. From the child's point of view they were operating visibly on their learning environment. They were writing and talking and, because of that, things happened. That is a very unusual position for children to be in. Thus the physical context was dynamic and child-centred rather than static and teacher-directed.

Some teachers may feel that such a concrete context is only workable with infants. But the eagerness with which older pupils exploited it when the opportunity arose should give pause for thought. Perhaps, at times, all pupils need to engage with reality in this way. There is some evidence that a large scale model community can elicit a similar kind of involvement from upper primary pupils.

VIII THE ROLE OF PARENTS

Although not a crucial element, the involvement of parents in the story of Mr. Togs was none the less important. A number of parents working in the school alongside teachers became curious at first and then very interested and involved. They responded to what was happening and by asking the children about Mr. Togs provided an eager audience to whom the children readily responded, recounting episodes orally and in written work. The response of these parents served to reinforce the serious acceptance of the reality of Mr. Togs. In fact, parents at times joined in the story, for example the parent who bandaged Mr. Togs in hospital; those parents who sent in biscuits for his teabreak; the parent who surreptitiously pinned the "DOWN WITH DISCOS" badge on Mr. Togs etc. Of course, the practical help which parents provided when it came to amassing materials, supervising art activities etc. was invaluable. But above all it was their uncondescending contribution to the story and their ready acceptance of the validity of this experience for the children which gave them an important place in Mr. Togs. At no time did the class teacher have to justify the nature of the work to them.

It may be suggested that a middle class environment was a critical factor in Mr. Togs' success. We do not think so. We believe that in other areas including those labelled as disadvantaged areas, although the course of the story and the way in which it involved its audiences would have been very different the approach would have been equally relevant and successful.

IX THE IMPORTANCE OF DISCUSSION

The acquisition of listening and talking skills too often occurs in a decontextualised setting whereby children discuss topics with which they may not fully engage. Real discussion gives way to anticipating the response which a teacher expects rather than venturing opinions and risking suggestions. A tremendous amount of discussion took place throughout Mr. Togs – a discussion of what had happened, what might happen, what could happen. There was no preconceived line of discussion. The teacher kept an open mind – alert to possibilities, ready to intervene with guidance and her own suggestions at times but more often taking the role of Chairman. Discussion could last an hour or longer at critical points in the storyline. It tended to be wide ranging and diffuse. In the beginning it was dominated by a few children but as the story developed so did many children's willingness to open up, to risk themselves in offering suggestions, to direct the flow of their own work. Among the children there grew an increasing sensitivity to, and acceptance of, alternatives, and an increasing ability to appraise and select from several viewpoints. The children gained understanding of the purpose of discussion and through this discussion an understanding of the purpose of their work.

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A separate form is necessary for each different surname

EMBARKING AT: SOUTHAMPTON

LANDING AT:

FLY CRUISE No. *if applicable*

SURNAME: TOGS

PRIVATE ADDRESS: 96 HIGH STREET, NEW TOWN, SCOTLAND

POST CODE

Telephone Exchange | STD Code | No.

	First Christian name and other initials	Title Mr., Mrs., Miss, etc.	Marital Status M or S	Nationality as shown on passport	Accommodation offered: Deck	Cabin	Berth	Age at sailing	Date of Birth (if under 12)	FARE £	FARE p	For office use CC	For office use AC/Q1
1	DAVID	MR	M	SCOTTISH		✓		57		15000			
2	MARGARET	MRS	M	SCOTTISH		✓		51		15000			
3													
4													
5													

A deposit of 10% (not more than £250 per person is required) of the total fare is payable at the time of booking.

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BOAT and AIR TRAVEL

DECLARATION

Are the above named in good health? YES/NO
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In addition do any of the above suffer from physical or mental infirmities, including any which could affect, or partially affect, their mobility during any stage of the cruise? If so, **in the interest of their own safety,** please give details.

MR TOGS HAS HAD A HEART ATTACK FOUR MONTHS AGO

I agree on behalf of the persons named above and I warrant that I have their authority so to do that my/our booking is made upon and subject to the P&O conditions overleaf.

Signature: David Togs Date: 24th March

Your attention is drawn to the Scale of Cancellation charges and Holiday Travel Insurance under INFORMATION on page 27.

Occupation *(Head of family only)*: TAILOR (RETIRED)

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ABTA No.	STD Code	Tel No.	Agent's Ref.

Passports, visas, etc – see under INFORMATION on page 27.

Please tick this box if you have changed your home address since you last received a brochure direct from P&O. ☐

APPENDIX ONE

Booking

APPENDIX TWO

WRITING FROM TERM THREE

Jonathan had only written briefly and infrequently during 'Mr. Togs' (e.g. the burglar alarm piece) but at the start of term 3 he announced he was going to keep a daily diary of the seashore work. He had learned that writing would give him a voice within the class. The gain in fluency is dramatic.

Jonathan's Diary

Thursday

We went to the beach and we saw a kind of basket. We don't know what it is yet. We went up some steps and saw round things with walls just about all round them. Then we saw a swing. Simon had first go on it. There was an old house and garage and we went into it. It was like a long wall. We had to go through a cowfield and we saw another hideout.

As soon as we got up the steps at school the bell rang. Miss Glen told us to put the things we found onto the table. We got lots of shells and seaweed. One of the kinds of seaweed is called bladder-wrack. Miss Glen tried to pop the bladders. We found other seaweed but it smells so we are going to throw it out. It is called oarweed. We found a basket made of cane. I found a piece of cane but I threw it away because we had the basket made of the cane. We found egg cases from whelks too and we found a few mussels.

Friday

Ewan brought a razor shell in and some other shells. I brought a shell and you can hear the sea in it. We have got limpet shells. Sometimes a sea creature comes and makes a hole in the shell and eats the limpet. Dawn found some seaweed with a limpet shell stuck to it. We have got lots of books that people have brought in. They tell you about seathings like seaweed and shells.

Tuesday

Someone brought a kind of screw driver with a green handle and a rusty screw part. They found it in the sand. You can even find money washed over by the sea. We heard a story about a kingdom under the sea but we only heard half of it. We are going to hear it again outside with another book that Simon brought in. Simon brought something to go in the treasure chest too. We will be making a book about the seashore too.

Miss Glen showed us how to make sand. You get two sandstones and rub them together and sand comes off them.

Wednesday

We found a stone that was slippery and slimey with seaweed. It is like jelly. Jellyfish are also like jelly. They live under the sea. Sharks do too.

Sometimes there is oil on the sea. It sticks on birds' wings and they might die. Some people leave bottles on the beach and dogs come along and cut themselves. There are lots of stories about the sea. Have you head about the kingdom under the sea? The sea can be very flat and calm but sometimes it is very rough. It all depends on the weather. If it is sunny the sea is calm but if it is windy the sea is quite rough. When it is raining it is even worse.

Thursday

We heard a story about the lost merbaby. There were three mermaids and one merbaby and there was a lady with a husband who was a fisherman. There was a search party with fish and crabs and lobsters to try to find the lost merbaby. The mermaids were crying because they had lost the baby. They heard that the fisherman took the baby away. At last they got it back. They kept calling for the fisherman's wife and she would come running to the shore to see the baby mermaid. One day the fisherman's wife didn't come. The mermaids called the seagulls and asked them to go and see what was wrong with the fisherman's wife. When the seagulls came back they told the mermaids that the fisherman's wife had got her own baby. The mermaids said they would go another day to see the fisherman's wife's baby and let her see their baby. The babies were happy together.

Friday

Yesterday some more people went to the beach and found more shells. This time they brought back the leg of a doll.

We used to be doing a project about Mr. Togs. We had a shop with two dummies and he had a till. He didn't have real money in the till. He had hardly any money in the till after he had been burgled. On his birthday he had a real birthday cake. In his shop he had real clothes on coat-hangers and a rack to hang the coat-hangers on. Now we have finished that project and a different lady, a friend of our teacher, wants Mr. Togs now. It is a little school he is going to and there are only nine people in it. It will be very quiet for him. We don't know when she is coming to collect him.

Monday

Jonathan T. brought some crabs and shells today. There was a big crab, a small crab and a middle size crab. They weren't alive. Miss Glen threw them out after we had looked at them because they were smelly.

The razor shell creature has a wee foot and it burrows into the sand but when the creature dies the razor shell is left on top of the sand for people to pick up and take away. We have got quite a few razor shells now that have been on the sand before we picked them up. We haven't seen one with the creature alive yet. No-one has dug under the sand.

Tuesday

I am going to write about barnacles today. Barnacles fix themselves to rocks so they are not swept away by the sea. They open their shells at the top to get food when the tide comes in.

Sea anemones have got tentacles. When the fish go by they open the tentacles and suck in the fish. When they have finished the fish they open up again and get another one. When they do get another one they do the same again. It goes on and on. Different tentacles do different things. Sometimes they sting the fish and that's how it catches it. If you touched one you could get stung. Also you could never find one on land because they have to live under the sea or in rock pools.

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